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ABSTRACT

A study investigated the beliefs about language learning held by eight university students enrolled in a course in Ancient Egyptian (AE), drawing on results of a larger study of eight languages. The study identifies priorities in students' general beliefs, describes effects such beliefs may have on their learning "dead" languages, and suggests beliefs that promote AE acquisition. Subjects were administered a Likert-type survey in which they indicated degree of agreement with 47 statements concerning language learning, including language characteristics, control over the curriculum, sense of progress, and concern for individual worth and personal problems. Demographic data were also gathered. Results showed some differences in both demographics and beliefs between students of AE and those of "living" African languages (n=8 students of Swahili, 9 of Arabic). The findings suggest that differences may exist between students of "living" and "dead" languages, making it possible for institutions, teachers, and instructional developers to create instruction meeting students' needs and goals. Contains 15 references and the survey instrument. (MSE)

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ED 399 770

STUDENTS OF ANCIENT EGYPTIAN:

A PILOT STUDY

BELIEFS ABOUT LANGUAGE LEARNING

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1996

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Abstract

This paper investigates the beliefs about language learning held by 8 first-month university students enrolled in Ancient Egyptian at the University of Wisconsin. Based in part upon the research design and instrument of Elaine Horwitz (University of Texas-Austin), this paper isolates the results from a larger study of eight languages. This pilot research identifies the most strongly rated beliefs and compares these results with those for "living" African languages (Arabic and Swahili). Findings of this study provide preliminary evidence that, in the case of this sample, students of "dead" languages may hold some beliefs about language learning similar to students of "living" languages.

STUDENTS OF ANCIENT EGYPTIAN:
A PILOT STUDY OF
BELIEFS ABOUT LANGUAGE LEARNING

A comparison of "modern, living, spoken" languages to "old, dead, written" languages is rarely part of language acquisition research (O'Malley & Chamot, 1990). Therefore, modernity of language remains a research issue in assessing student beliefs about language learning. This pilot study reports the results of a comparison of "living" languages (Arabic and Swahili) with a "dead" language (Ancient Egyptian).

Since students' learning is filtered through their own subjectivity, their socialization, and their educated in their first language, understanding student beliefs about language learning may increase the efficiency of their learning a "dead" language. This study examines beliefs about language learning held by students enrolled in Ancient Egyptian. It identifies priorities in their general beliefs, describes effects such beliefs may have on learning "dead" languages, and suggests beliefs that promote Ancient Egyptian acquisition. The research questions are:

1. What are the strongly rated statements about language learning for beginning students of Ancient Egyptian?
2. How do the strongly rated statements for students of Ancient Egyptian match those for Arabic and Swahili?

To collect date for answering these questions, the author expanded Horwitz's (1988) Beliefs About Language Learning Inventory as the Kuntz-Rifkin Instrument (KRI). (See Appendix A)

Beliefs and Language Acquisition

"Beliefs" are defined in this study as notions about language learning that adult students studying in the U.S. have acquired before receiving instruction. These preconceived beliefs may limit language learning and thus may precondition student success or lack of success. Such beliefs highlight knowledge that students have about their own abilities to learn a language and the procedures necessary to acquire proficiency in a language. Some students may hold beliefs as a result of previous language instruction while others may be novice learners but hold beliefs based on societal influence. Moreover, these beliefs may promote attitudes in students about the language and its culture.

"Living" Languages

In the past, researchers (Campbell et al. 1993; Fox 1993; Horwitz 1985, 1988; Kern 1994; Mantle-Bromley 1995; Park 1995; Truitt 1995; Tumposky 1991; Yang, 1992) identified beliefs about language learning held by students of the commonly taught languages (CTL) or "living" languages.[1] Their results suggest that such beliefs may be erroneous or even detrimental to learning (Horwitz 1988).

Often textbook authors make curriculum decisions on the assumption that they and students share the same beliefs about language learning. The textbook author's preconceptions may inhibit teachers' receptivity to the needs and beliefs of increasing numbers and types of students (Lutz 1990; Yorio 1986). Ironically, although students are the targeted purchasers of the

courses and textbooks, they are probably the least understood component in the design of language programs and courses (Heilenman 1991). Instructors, authors, and administrators need a knowledge of student beliefs to address them in textbooks and classroom instruction. The present study expands on the data collected from students of CTLs about general language learning to less commonly taught languages (LCTLs) including "dead" ones.

"Dead" Languages

Additional research is needed to identify and analyze the beliefs held by students of "dead" languages such as Ancient Egyptian. Among indigenous African languages, Ancient Egyptian is the most prominent "dead" language. In the U.S. in 1990, it drew an enrollment of over 22 students from several universities.[2]

In addition to small enrollments, Ancient Egyptian programs have other limitations. Compared to the CTLs, students of Ancient Egyptian, like other LCTLs, may still require more hours of instruction to achieve minimum levels of performance even though they focus only on reading, writing, and culture. For Ancient Egyptian, this contact-time situation is also an issue of teaching materials and recruitment of a teacher. Students of Ancient Egyptian, have few alternatives for language learning--one teacher (often a professor of a European "dead" language or an archaeologist -- neither with training in language instruction), one class section, one text (grammar-translation method), irregularly offered levels, and infrequent, expensive

courses (Jorden, 1992; Rifkin, 1992). Thus, an understanding of student beliefs about foreign language learning is necessary to teach Ancient Egyptian effectively and efficiently.

Method

A survey was designed to identify beliefs. In 1993, the author administered the KRI to eight students in a first-semester, first-year Ancient Egyptian course at the University of Wisconsin. This university received funding in part under the Higher Education Act, Title VI to support this program.[3] In addition to six demographic statements, the KRI contained 47 statements designed in a Likert 5-scale, closed-ended format. This scale measures the strength of student agreement with each statement. For purposes of data analysis, a student choice is equated to numbers as follows:

(a) strongly agree	=	1
(b) agree	=	2
(c) neutral (neither agree nor disagree)	=	3
(d) disagree	=	4
(e) strongly disagree	=	5

Statistical analyses comprised descriptive analyses (frequencies) to match the procedures done by Kuntz, 1996. Since this sample size was small, the author did not plan inferential statistics to test hypotheses about differences between languages.

Results

The results demonstrated some differences between the students of Ancient Egyptian and those of the Arabic and Swahili for demographic characteristics and statement responses.

Demographic Characteristics

The data from the demographic section portrayed a few differences in the samples (Table 1). The surveyed class comprised three undergraduates, two graduates, and three auditors. In terms of gender, two students were males and six were females. Three students were between 18 and 21 years. Four students were older than 26 years (a larger percentage than for the "living" languages). Seven of the eight students were novices in Ancient Egyptian (one "false" beginner). Finally, all students had studied a foreign language previously as required for admission.

In the case of the Wisconsin students, they were very motivated since the prerequisites for admission include previous study of a "dead" language, knowledge of Egyptian mythology, and travel in Egypt. To discourage undergraduate students who might register in anticipation of easy language credits, the course was not listed in the timetable. This course met for one hour per week in contrast to "living" language courses.[4] In 1996, four of the original students surveyed had completed three years of study.

Table 1 Demographic Characteristics by Modernity of Language

Classification	"LIVING" LANGUAGES		"DEAD" LANGUAGE
Languages	Swahili	Arabic	Ancient Egyptian
	IN 92	OSU 92	WI 93
Origin of Use	1500 CE	600 CE	3000 BCE
Sample size	n=8	n=9	n=8
C. Sex (males	3	6	2
Sex (females)	5	3	6
D. Age (18-22 years)	6	5	3
Age (26+ years)	0	1	4
E. Previous study of THIS language	2	1	1
F. Previous study of any language	7	9	8

Arabic data = Kuntz (1996) - one of four sampled universities
Swahili data = Kuntz (1996) - one of three sampled universities

Statement Responses

To answer the research questions, the author has grouped the responses designated "strongly agree" and "agree" as AGREEMENT and those designated "strongly disagree" and "disagree" as DISAGREEMENT. The decision point for inclusion in the list of statements is a percentage greater than 50. The percentages are listed in descending order to determine the strength of commonality for each category.

1. What are the strongly rated statements about language learning for beginning students of Ancient Egyptian?

Agreement. In terms of strong agreement, responses from students of Ancient Egyptian showed agreement for 16 statements (Table 2).[5] Responses from these students, like those of middle school students of French and Spanish (Mantle-Bromley, 1995), showed statement (3) "Some languages are easier to earn than others" to be among the highest rated statements. These students, unlike other adult of the CTLs (Fox 1993; Horwitz 1988; Kern 1995; Tumposky 1991; Yang 1992) and LCTLs (Kuntz, 1996), rated statement (17) "It is important to repeat and practice" responded at a lower level of agreement.

Disagreement. Responses from students showed disagreement for nine statements. The statement yielding the strongest disagreement was (5) "The language I am trying to learn is structured in the same way as English."

Table 2 Consensus Responses for Ancient Egyptian

Languages	Ancient Egyptian WI 93
Sample size	n=8
AGREEMENT	
3-Some FL easier to learn than other	100%
*4-This FL is difficult to learn	100%
10-It easier to learn FL2 if learned FL	100%
40-Interested in culture of people	100%
1-Child learn FL better than adults	88%
8-Knowledge of FL culture necessary	88%
11-Better to learn FL in country of FL	88%
17-Important to repeat & practice	88%
18-Feel self-conscious speaking FL	88%
2-Some people born with special FL ability	75%
37-Easier to read than write in FL	75%
15-I have a FL aptitude	63%
19-Mistakes are hard to rid later	63%
20-Learning FL is learning grammar	63%
25-FL differs from other subjects	63%
34-Everyone can learn to speak a FL	63%
DISAGREEMENT	
5-FL structured in same way as English	100%
35-To read in FL, must know all words	88%
36-To listen in FL, must know all words	88%
43-FL necessary for fellowship	88%
42-FL requirement for graduation	88%
22-Women better FL learners than men	75%
29-People good in math/science not in FL	75%
30-Americans think FL is important	63%
44-Friends and relatives speak the FL	63%
*47-Most important proficiency goal	63%

*4, 47 = specific answers

2. How do the strongly rated statements for students of Ancient Egyptian match those for Arabic and Swahili?

A comparison of responses from students of Arabic and Swahili showed a variety of differences (Table 3). Among the responses, one statements (20) "Learning a FL is mostly a matter of learning a lot of grammar rules" appeared unique to students

of Ancient Egyptian. Typically, course content for "dead" languages emphasizes grammar rules as deciphered by linguists.

Students of Ancient Egyptian and of Arabic concurred on nine statements. For instance, responses for statement (8) "It is necessary to know the foreign culture in order to 'speak' the foreign language" reinforced the current pedagogical focus on integrating culture into daily lessons. In the past, culture was often limited to advanced level classes in the form of literature or to discussions as a supplement to a textbook chapter or unit. Currently, the study of culture now includes daily life.

As experienced language learners, students of Ancient Egyptian and of Arabic, agreed with statement (10) "It is easier for someone who already speaks a FL to learn another one." Perhaps their previous success in language learning gave them confidence to enroll in the current language course and assurance that they would do well in it.

An additional statement concerning error correction requires mentioning: (19) "If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on." In contrast to pedagogical trends, students of the Arabic and of Ancient Egyptian indicated agreement for statement (19). This response may indicate skepticism about their ability to correct mistakes at a future time. In addition, this rating may also exhibit previous study habits fostered by the older students who began their language studies during the audio-lingual decade.

Both groups of students agreed with another statement (28) "It is easier to read and write this language than to speak and understand it." This response may reflect the nature of these languages: Ancient Egyptian is not spoken and Modern Standard Arabic taught at most U.S. universities is spoken only for formal situations in Arabaphone countries. Their responses also indicate a stronger preference for using recursive skills than spontaneous ones. To provide additional training in reading and writing, students now may use interactive, electronic programs to practice skills Ancient Egyptian or Arabic.

The students of Ancient Egyptian and Arabic disagree with students of Swahili on several statements including (5) "The language I am trying to learn is structured in the same way as English." This difference suggests awareness of the various linguistic families. Because the structure of Ancient Egyptian does differ from English, students may have a great need to understand these grammatical differences and thus require new terminology to identify structures for making comparisons.

Teachers of Ancient Egyptian might support on-campus activities to supplement their instruction. For instance, Egyptologists frequently visit HEA Title VI campus to give a colloquium. When topics are presented and related to a target language country, students could attend the lecture and then summarize the ideas in the target language. Teachers or students can arrange for these scholars to visit a class or be interviewed. Presently Ancient Egyptian topics are discussed on

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several Internet mail servers where students reply to messages or write ones about travel, culture, or employment in Ancient Egyptian. For instance, the University of Chicago is holding a course on Ancient Egypt over the Internet for Fall 1996. Fonts for the Ancient Egyptian hieroglyphics are available to facilitate writing.

In contrast to the growing trend among undergraduate students to enroll in LCTLs to meet requirements, these students disagreed with the statement (42) "I need to fulfill a FL requirement for graduation." Moreover, they were not enrolled in either of these languages to (43) "[Q]ualify for a fellowship or some kind of funding for [my] education."

This comparison of statements seems to demonstrate that responses from students of Ancient Egyptian agreed more with those from students of Arabic than with those from students of Swahili. This result may confirm the government classification of each language for adult English-speakers as a "most" difficult languages. For languages in this classification, students must master a writing system and its transliterated form, grammar and vocabulary unrelated to English, and understanding of the language in the context of its culture.

Table 3 Consensus Responses for Statement by Modernity of Language

Classification	"LIVING" LANGUAGE		"DEAD" LANGUAGE
Languages	Swahili	Arabic	Ancient Egyptian
	IN 92	OSU 92	WI 93
Origin of Use	1500 CE	600 CE	3000 BCE
Sample size	n=8	n=9	n=8
	AGREEMENT		
3-Some FL easier to learn than other	88%	78%	100%
40-Interested in culture of people	100%	89%	100%
17-Important to repeat & practice	75%	100%	88%
1-Child learn FL better than adults	75%	89%	88%
11-Better to learn FL in country of FL	75%	89%	88%
18-Feel self-conscious speaking FL	63%	78%	88%
25-Learning FL differs from other subjects	75%	100%	63%
34-Everyone can learn a FL	88%	67%	63%
	***		
*4-This FL is difficult to learn		64%	100%
10-It easier to learn FL2 if learned FL		56%	100%
8-Knowledge of FL culture necessary		78%	88%
2-Some peope born with special FL ability		56%	75%
15-I have a FL aptitude		78%	63%
19-Mistakes are hard to rid later		78%	63%
28-Easier to read/write than speak/listen		56%	63%
37-Easier to read than write in FL	ND	ND	75%
20-Learning FL is learning grammar			63%
31-Learning FL to know FL speakers	88%	56%	
46-Plan to travel to country of FL	88%	78%	
45-Quality of instruction is excellent	75%	67%	
6-Will learn this FL very well	63%	78%	
42-FL is requirement for graduation	63%		
21-Practice in the lang. lab. is necessary		89%	x N.A. x
23-Knowing FL will bring job opportunities		78%	
39-FL will be helpful professionally		67%	
12-If heard language, would speak it		56%	
44-Friends and relatives speak the FL		56%	

Languages Sample size	Swahili n=8	Arabic n=9	Ancient Egyptian n=8
	DISAGREEMENT		
35-To read in FL, must know all words	75%	89%	88%
36-To listen in FL, must know all words	75%	78%	88%
43-FL necessary for fellowship	63%	78%	88%
29-People good in math/science not in FL	100%	100%	75%
22-Women better FL learners than men	63%	56%	75%
30-Americans think FL is important	63%	67%	63%
*47-Most important proficiency goal	63%	56%	63%
	***		
5-FL structured in same way as English		89%	100%
42-FL requirement for graduation		56%	88%
44-Friends and relatives speak the FL			63%
38-Distant ancestors knew this FL	75%	78%	
26-Learning FL is translating from English	75%	78%	
24-Easier to speak than understand	75%	56%	
16-Learning a FL is learning vocabulary	63%	56%	
27-If speak Fl well, it will help get job	63%	78%	
9-Do not speak until correct	100%	67%	x N.A. x
13-Guessing is OK		56%	
20-Learning FL is learning grammar		56%	
*14-Amount of time necessary to learn FL		56%	
28-Easier to read/write than speak/listen		56%	

When percentages are equal, all possibilities are listed.
Dates: Gelb, I.J. (1963). A study of writing. Chicago, IL: University of Chicago Press.
Martin, B.G. (1986). The spread of Islam. In P.M. Martin & P. O'Meara (Eds.), Africa. Bloomington, IN: Indiana University Press.
*4, 14, 47 = specific answers
ND = no data provided

Discussion

The results from students of the Ancient Egyptian yield statements showing common responses with those from students of Arabic and Swahili and ones showing uncommon responses.

Common Responses

Common responses suggest common beliefs. These 15 beliefs may be the ones that instructors and administrators of Ancient Egyptian could address in collaboration with colleagues of Arabic and Swahili.

AGREEMENT

1. It is easier for children than adults to learn a FL;
3. Some languages are easier to learn than others;
11. It is better to earn a F in the foreign country;
17. It is important to repeat and practice;
18. I feel self-conscious speaking the FL in front of other people;
25. Learning FL is different from learning other school subjects;
34. Everyone can learn to speak a FL;
40. I am interested in culture of the people who speak this language;

DISAGREEMENT

22. Women are better than men at learning FLs;
29. People who are good in math and science are not good at learning in FLs;
30. Americans think that it is important to speak a FL;
35. In order to read something in a FL, you have to know all the words;
36. In order to listen to something in FL, you have to know all the words;
43. This language is necessary for fellowship or some kind of funding for my education; and
47. My most important goal in studying this language is to develop the ability to function as a native speaker, provide simultaneous interpretation, and understand the culture of people who speak this language.

Several of these common beliefs require explanation. Students of all three languages agreed with statement (11) "It is better to learn the FL in the FL country." Recent research

(Jorden, 1992) concerning study-abroad programs reports mixed results concerning the best location for effective language acquisition. This belief apparently exists despite evidence from U.S. research of overseas study programs that in-country study is not necessarily beneficial or even better than study in the U.S.[6] Programs in several countries of Africa (Egypt, Ethiopia, Libya, and Sudan) and of West Asia (Iraq, Israel/Palestine, Lebanon, Syria, Yemen) are available for students to study Ancient Egyptian artifacts.

Statement (17) "It is important to repeat and practice" is among common responses receiving agreement. These students seem to recognize that "time on task" is critical for learning and thus rate it strongly. In fact, some students may become uncomfortable if their instructor does not create a variety of drills for in-class practice. This response agreement may suggest the need for instructors to use strategies from the audio-lingual method, such as oral repetition, pattern practices, and extensive drilling, even with students of "dead" languages.

As adults, some students report that they are anxious speaking in front of their instructors and peers (18) "I feel self-conscious speaking the FL in front of other people." This strong agreement reinforces corroborates research on anxiety.[7] On-line tutors and individualized or interactive computer activities may satisfy the students who want to work privately.[8]

Several statements show disagreement or lack of consensus for the application of language skills. Students often feel

frustrated in their language courses because they do not know all the vocabulary-- (35) "In order to read something in a FL, one must know all the words" Recently, teachers have developed strategies to help students learn how to read for different purposes. Often these strategies do not require students to memorize lists of vocabulary or to depend on dictionaries or glosses.

Current language acquisition research and other studies (Fox, 1993; Horwitz, 1988; Kern, 1995; Tumposky, 1991) corroborate most of these findings. For instance, the results from the present study correspond with responses for six common statements found in Kuntz's (1996) study of eight languages:

AGREEMENT

1. It is easier for children than adults to learn a FL;
17. It is important to repeat and practice;
25. Learning a FL is different from learning other school subjects;
34. Everyone can learn to speak FL;

DISAGREEMENT

35. In order to read something in a FL, you have to know all the words; and
36. In order to listen to something in a FL, you have to know all words.

In the case of statements (1) "It is easier for children than adults to learn a FL," scholars are still debating this issue.

By collaborating with scholars, teachers, and publishers of the Arabic and Swahili concerning curriculum and instructional strategies that address these statements, instructors of Ancient Egyptian may reduce the amount of time necessary to create some lessons, develop programs, and train teachers. Since most of the HEA Title VI universities offer college methodology courses for

new teaching assistants and instructors, some of these common beliefs can be addressed at pre-employment workshop or during semester courses. Moreover, these instructors may consider designing action research with their counterparts of Arabic and Swahili to test variations in materials or learning strategies with students.

Uncommon Responses

The uncommon-response results most likely will require the expertise of scholars of Ancient Egyptian to improve or change their students' beliefs. Among the statements compared by the three African languages in this study, most responses (i.e., 23 statements) do not show a corresponding consensus response for Ancient Egyptian. In fact, responses from students of Ancient Egyptian for two statements (42) "I need to fulfill a FL requirement for graduation" and (44) "I have friends or relatives who speak it" indicate opposing responses from those of Arabic or Swahili. Consequently, teachers may need to use care in collaborating on the remaining with teachers of Arabic and Swahili in producing teaching materials or testing instructional strategies.

In the future, the scholars and teachers may consider studies to compare languages such as Italian/Latin, Greek/Ancient Greek, Hebrew/Ancient Hebrew, or Urdu/Sanskrit. Many of these "dead" languages still have substantial enrollments that are often greater than those of the "living" languages.[9]

Conclusions

With this sample of students of Ancient Egyptian, this study demonstrates that differences may exist in students' beliefs between "dead" and "living" languages. A knowledge of student beliefs makes it possible for teachers to create a mode of instruction in which students' needs and goals are satisfied. Ancient Egyptian acquisition may now be understood in terms of the beliefs that students have for their lessons, their control over the curriculum, their sense of progress within their class, the concern and understanding for individual worth and personal problems. With a joint effort by students, teachers, publishers, and administrators, institutions can improve teaching effectiveness so that students of Ancient Egyptian like those of the other LCTLs can attain an advanced level of understanding and proficiency.

NOTES

1. Those languages taught most often in the U.S. are Spanish, French, and German. English (both as a second languages [ESL] and foreign language [EFL]) is frequently included in this category.

2. The Modern Language Association collects Fall registration data. Because of the irregularity in offering this course and the practice by some departments to record the course as an independent study, many institutions do not submit accurate enrollments. See: Brod, R. & Huber, B.J. (1992). Foreign language enrollments in the United States institutions of higher education, Fall 1990. ADFL Bulletin 23/3: 6-10.

3. Reauthorizations, reenactments, amendments of the National Defense Education Act (1958) began in the Higher Education Act of 1965 PL 85-864 and continues through the Higher Education Act 1992 PL 102-325. Legislation is described in U.S. Code 20, Chapter 28 International Programs §1122-25 and §30001-6.

4. The professor teaches the course as an "overload" assignment.

5. The numbers to the left of the statements represent the number assigned to each statement on the BALLI (1-34) and the KRI (35-47). These statements are written in an abbreviated form using keywords in order to fit the statement and data on each chart. The full and complete text of each statement in numerical order is in Appendix A as part of the instrument.

6. The Research Perspectives in Adult Language Learning and Acquisition '95 held a meeting to discuss "Study Abroad: Research on Learning Language and Culture in Context" (10-11 November 1995 at Ohio State University).

7. Conversations with Cheryl Caruso concerning levels of anxiety expressed by second year students of French [Caruso, C. (1997). Foreign language anxiety and selected learner variables in adolescent language learners. Madison, WI: University of Wisconsin, Curriculum and Instruction, Ph.D. Dissertation.]

8. See articles: Warschauer M. (1996). Comparing face-to-face and electronic discussion in the second language classroom. CALICO, 13/2&3: 7-26. Kern, R.G. (1995). Restructuring classroom interaction with networked computers: Effects on quantity and characteristics of language production. Modern Language Journal, 79/4: 457-476. Kelm, O.R. (1992). The use of synchronous computer networks in second language instruction: A preliminary report. Foreign Language Annals, 25/2: 441-454. Beauvois, M.H. (1992). Computer-assisted classroom discussion in the foreign language classroom: Conversation in slow motion. Foreign Language Annals, 25/2: 455-464.

9. Brod, R. & Huber B.J. (1992) Foreign language enrollments in United States Institutions of Higher Education, Fall 1990. ADFL Bulletin, 23/3: 6-10. Potential languages with 1990 enrollments -- Latin (28,178), Ancient Greek (16,401), Biblical Hebrew (5,724), Sanskrit (251), Akkadian (84), ?Egyptian (80), Old Irish (63), Old Church Slavic (61), Old Icelandic (44), Ugaritic (32), ?Middle Egyptian (22), Sumerian (10), Coptic (6).

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Appendix A

BELIEFS ABOUT FOREIGN LANGUAGE LEARNING
(KRI)

(1) Strongly agree (2) Agree (3) Neutral (4) Disagree
(5) Strongly disagree

1. It is easier for children than adults to learn a foreign language.
2. Some people are born with a special ability which helps them learn a foreign language.
3. Some languages are easier to learn than others.
4. The language I am trying to learn is:
   Very Diff Difficult Neutral Easy Very Easy
5. The language I am trying to learn is structured in the same way as English.
6. I believe that I will ultimately learn to speak this language very well.
7. It is important to speak a foreign language with an excellent accent.
8. It is necessary to know the foreign culture in order to speak the foreign language.
9. You should not say anything in the foreign language until you can say it correctly.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. It is better to learn a foreign language in the foreign country.
12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.
13. It is okay to guess if you do not know a word in the foreign language.
14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?
    < yr 1-2 yrs 3-5 yrs 5-10 yrs Not possible
15. I have a foreign language aptitude.
16. Learning a foreign language mostly a matter of learning many new vocabulary words.
17. It is important to repeat and practice often.
18. I feel self-conscious speaking the foreign language in front of other people.
19. If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.
20. Learning a foreign language is mostly a matter of learning a many of grammar rules.
21. It is important to practice in the language laboratory.
22. Women are better than men at learning foreign languages.
23. If I speak this language very well, I will have many opportunities to use it.
24. If is easier to speak than understand a foreign language.

25. Learning a foreign language is different from learning other school subjects.
26. Learning a foreign language is mostly a matter of translating from English.
27. If I learn to speak this language very well it will help me get a good job.
28. It is easier to read and write this language than to speak and understand it.
29. People who are good at math and science are not good at learning foreign languages.
30. "Americans" think that it is important to speak a foreign language.
31. I would like to learn this language so that I can get to know its speakers better.
32. People who speak more than one language well are very intelligent.
33. "Americans" are good at learning foreign languages.
34. Everyone can learn to speak a foreign language.
35. In order to read something in a foreign language, you have to know all the words.
36. In order to listen to something in a foreign language, you have to know all the words.
37. It is easier to read and understand (listen) in this language than it is to speak and write in it.

I am interested in studying this language....
38. because I have distant ancestors who spoke this language.
39. because it will be helpful to me professionally.
40. because I am interested in the culture of the people(s) who speak this language.
41. because I am interested in the politics and/or economics of the country (countries) where this language is spoken.
42. because I need to fulfill a foreign language requirement for graduation.
43. to qualify for a fellowship or some kind of funding for my education.
44. because I have friends or relatives who speak it.
45. because the quality of instruction in this language is excellent.
46. because I plan to travel to a country where this language is spoken.
47. My most important goal in studying this language is to develop the ability to:

read/write easy formal superior native